

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

February 19, 2009

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, Richmond, with the following members present:

Dr. Mark E. Emblidge, President	Mr. K. Rob Krupicka
Dr. Ella P. Ward, Vice President	Dr. Virginia L. McLaughlin
Dr. Thomas M. Brewster	Mrs. Eleanor B. Saslaw
Mrs. Isis M. Castro	
Mr. David L. Johnson	Dr. Patricia I. Wright, Superintendent of Public Instruction

Dr. Emblidge, president, presided and called the meeting to order at 9 a.m.

***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

Dr. Emblidge asked Dr. Ward to lead in a moment of silence and Pledge of Allegiance.

***NEW BOARD MEMBERS***

Dr. Emblidge introduced new Board members, Mr. K. Rob Krupicka and Dr. Virginia L. McLaughlin. Mr. Krupicka and Dr. McLaughlin succeed Dr. Gary Jones and Mr. Andrew Rotherham, effective January 29, 2009, and ending on January 29, 2013.

***RESOLUTIONS/RECOGNITIONS***

- Recipients of Virginia's 2008 Milken Family Foundation National Educators Awards were presented with a Resolution of Recognition. The recipients were as follows:
- Mrs. Laura H. Marshall, Grange Hall Elementary School, Chesterfield County Public Schools  
Attending with Mrs. Marshall: Ms. Sharon Fulwider, her mother, Mrs. Kathy Seffrin, principal, Mrs. Donna Bagby, 3<sup>rd</sup> grade teacher, and Mrs. Heavenly Husick, 3<sup>rd</sup> grade teacher.
  - Dr. William Sterrett, Albemarle County Public Schools  
Attending with Mr. Sterrett: Mrs. Stephanie Sterrett, his wife

- Ms. Recharta C. Walston, Virginia Beach City Public Schools  
Attending with Ms. Walston: Mr. Larry Ames, principal, and Ms. Wanda Stephens, 3<sup>rd</sup> grade teacher.
- A Resolution of Appreciation for outstanding service to public education was presented to Suzette Denslow, former Deputy Policy Director and Legislative Director, Office of the Governor.

### ***APPROVAL OF MINUTES***

Dr. Ward made a motion to approve the minutes of the January 15, 2009, meeting of the Board. The motion was seconded by Mrs. Castro and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

### ***PUBLIC COMMENT***

The following person spoke during public comment:

Angela Ciolfi

### **ACTION/DISCUSSION ITEMS**

#### ***Final Review of Proposed Revisions to the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC 20-131-10 et seq.)***

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott said that the current regulations were adopted by the Board of Education on May 24, 2006, and became effective on September 7, 2006.

Mrs. Westcott's presentation included the following:

#### **The Proposed Regulations**

- Prescribe the requirements for the Standard Technical Diploma and the Advanced Technical Diploma
- Incorporate the graduation and completion index into Virginia's accountability system
- Require all students, beginning in middle school, to have an Academic and Career Plan

#### **Graduation Requirements**

- One standard credit in economics and personal finance would be required to earn the Standard, Advanced Studies, Standard Technical, or Advanced Technical Diploma.
- This new requirement would begin with the ninth-grade class of 2010-2011.
- HB 2039 and SB 1147 (2007) require the Board to establish the requirements for the Standard Technical and Advanced Technical Diplomas.
- The academic requirements for these diplomas must meet or exceed the requirements for the Standard and Advanced Studies Diplomas.

- The Standard Technical Diploma and the Advanced Technical Diploma would require a student to complete a career concentration as approved by the Board.
- If the career concentration includes a specific assessment approved by the Board, and the student is eligible to take the assessment, then the student must take the assessment.

#### Graduation and Completion Index

- Schools with a graduating class would be required to meet the Board of Education's Graduation and Completion Index, in addition to meeting the required Standards of Learning pass rates, in order to be fully accredited.
- The Graduation and Completion Index points required for full accreditation would be increased from 80 to 85 percentage points.
- Weighted points would be given to
  - Diploma graduates (100 points),
  - GED recipients (75 points),
  - Students not graduating but still in school (70 points), and
  - Students awarded a certificate of completion (25 points).
- The points assigned for the certificate of completion would be reduced from 60 points to 25 points.
- The inclusion of the Graduation and Completion Index in the accreditation ratings would begin with tests administered in academic year 2010-2011, for accreditation ratings awarded for school year 2011-2012. This would be a delay of one year.
- During a five-year phase-in, schools can be rated Provisionally Accredited. This rating would be awarded if the school achieves the Standards of Learning pass rate benchmarks but does not meet the 85 point benchmark for the Graduation and Completion Index but shows progress on a graduated scale over the phase-in period. The five-year phase-in would also be delayed by one year.

#### Graduation and Completion Index

Academic Year	Accreditation Year	Index Percentage Points
2010-2011	2011-2012	80
2011-2012	2012-2013	81
2012-2013	2013-2014	82
2013-2014	2014-2015	83
2014-2015	2015-2016	84

#### The Academic and Career Plan

- The plan shall be reviewed and updated if necessary before the student enters the ninth and eleventh grades.

- Any personal Academic and Career plans prescribed by local school boards that are in effect as of June 30, 2009, are approved to continue without further action from the Board.

#### Other Provisions

- Credits earned through Virtual Virginia, the VDOE online program, would be accepted in all Virginia public schools.
- Students who are accelerated shall be tested only in the grade level enrolled or in the content area in which they received instruction. No student shall take more than one test in any content area in any year.

#### Effective Dates

- The provisions about double testing and the transfer of credits from Virtual Virginia would become effective upon final adoption of these regulations.
- All other changes would become effective for the 2010-2011 school year.

Board members commended Mrs. Wescott and her staff on an excellent job. Mrs. Wescott recognized the following staff members for doing most of the work on the *Standards of Accreditation*: Melissa Velazquez, Charles Finley, and Michelle Vucci.

Mrs. Saslaw made a motion to adopt regulations as amended and authorize staff of the Department of Education to proceed with the remaining steps required by the Administrative Process Act. The motion was seconded by Dr. Ward and carried unanimously.

#### **First Review of a Request for Approval of an Alternative Accreditation Plan from Fairfax County Public Schools for the Key Center**

Dr. Kathleen Smith, director, office of school improvement, division of student assessment and school improvement, presented this item. Dr. Patrick Murphy, assistant superintendent for accountability, Fairfax County Public Schools, and Mr. Mick Marsallo, principal of the Kilmer Center, assisted with the presentation.

Dr. Smith said that the Key Center School provides a progressive learning environment for students, ages 5 to 22 years, with moderate-to-severe disabilities, autism, and multiple disabilities. The educational curriculum focuses on community-based instruction, functional life skills, vocational training, academic skills, communication, and gross motor skills. Dr. Smith said that the Key Center is asking for a waiver for accreditation purposes for 8 VAC 20-131-280.B which bases accreditation on the percentage of students passing Virginia assessment program tests in core academic areas.

Dr. Murphy said that the Key Center proposes an alternative accreditation plan. All students will participate in the Virginia Alternate Assessment Program (VAAP) for the purpose of determining progress and meeting the requirements of the *No Child Left Behind Act*. To determine the state's accreditation rating, scores from the VAAP will be the first measure used, as well as consideration of alternative criteria based upon data from the VAAP and other measures of student progress.

If student scores on the VAAP meet the regular accreditation criteria for Standard 8 VAC 20-131-280, then no adjustment is necessary. If a core academic area fails to meet accreditation standards, then the following alternative system will be used:

Scores for each content area will be assigned a certain number of points, based on the “cut score” from VAAP for that content area. Scores for students at all grade levels tested will be combined for a composite score for each content area (because of the small pool of students at each grade level).

For each content area of the VAAP, student scores must average at least 70 points to achieve Virginia Department of Education (VDOE) accreditation for the identified content area. If a score of 70 is not achieved, the following accreditation adjustments will be applied:

- Student scores will be excluded from the accreditation rating calculation based on the adjustments allowed by current policy determined by the VDOE.
- Scores for students who are not in attendance for 75 percent of the total number of instructional days during which evidence is being collected for the VAAP will be excluded from the accreditation rating calculation. This period of time is generally from the first day of school until May 1, which is approximately 150 days. Thus, students must be present for at least 112 days (75 percent) of instruction from the start of the school year to May 1 for their scores to be included.

The final step in implementing the alternative accreditation plan will be to determine a composite average by averaging the “final” scores of all areas assessed.

Three points will be added to the composite score for successful achievement of each of the following Achievement Indicators:

- 75 percent of all students will participate in the vocational training program to develop and reinforce skills. Data will be collected via teachers and submitted monthly (October through April data).
- 90 percent of all students who are present on days for scheduled travel will participate in monthly Community-Based Instruction with appropriate or successful interactions over monthly probes.
- 75 percent of all students will utilize a personalized communication system over weekly trials. Data will be collected via teachers and submitted monthly (October through April data).

Mrs. Castro made a motion to waive first review and approve the alternative accreditation plan from Fairfax County Public Schools for the Key Center. The motion was seconded by Mrs. Saslaw and carried unanimously.

**First Review of a Request for Approval of an Alternative Accreditation Plan from Fairfax County Public Schools for the Kilmer Center**

Dr. Smith presented this item. Dr. Murphy and Mr. Marsallo assisted with the presentation.

Dr. Smith said that the Kilmer Center is a special purpose school serving students with severe disabilities. Students are placed at the Kilmer Center because of cognitive and physical limitations; very challenging behaviors; and, complex medical reasons that warrant such a restrictive placement. It is not a “neighborhood” school and draws students from approximately one-half of the school system’s boundary areas. The school has arranged for a monthly consultation from a psychiatrist to assist families in the behavioral/medical management of their student. In-home support to families has been coordinated by the school social worker, through Child Specific Teams, which has identified resources for respite, behavior management, and day-to-day care. Students are transported on special education buses from their homes to school and back. Every bus has an attendant to monitor the health and behavioral concerns during transport. Nurses who support students ride the bus to and from school with the student.

Dr. Murphy said that the Kilmer Center is asking for a waiver for accreditation purposes for 8 VAC 20-131-280.B which bases accreditation on the percentage of students passing Virginia assessment program tests in core academic.

All students at the Kilmer Center participate in the Virginia Alternate Assessment Program (VAAP), as determined through the IEP process. The VAAP, which identifies SOL, is first used at the third-grade level, with identified skills as low as the kindergarten level. It has been determined that students at the Kilmer Center demonstrate skills from the three month level up to approximately the second-and third-grade level (up through age 21). This significant gap between the functioning level of many of the students at Kilmer Center and the lowest levels of the VAAP make it extremely difficult for students to demonstrate proficiency in the SOL and thus, they require additional measures to determine if they are making sufficient progress in their instructional programs.

The Kilmer Center proposes an alternative accreditation plan. All students will participate in the VAAP for the purpose of determining progress and meeting the requirements of the *No Child Left Behind Act*. To determine the state’s accreditation rating, scores from the VAAP will be the first measure used, as well as consideration of alternative criteria based upon data from the VAAP and other measures of student progress.

If pass rates on the VAAP meet the regular accreditation criteria for Standard 8 VAC 20-131-280, then no adjustment is necessary. If a core academic area fails to meet accreditation standards, then the following alternative system will be used:

For each content area of the VAAP, student scores must average at least 70 points to achieve VDOE accreditation for the identified content area. If a score of 70 is not achieved, the following accreditation adjustments will be applied:

- Student scores will be excluded from the accreditation rating calculation based on the adjustments allowed by current policy determined by VDOE.
- Scores for students who are not in attendance for 75 percent of the total number of instructional days during which evidence is being collected for the VAAP will be excluded from the accreditation rating calculation. This period of time is generally from the first day of school until May 1, which is approximately 150 days. Thus, students must be present for at least 112 days (75 percent) of instruction from the start of the school year to May 1 for their scores to be included.

Scores for each content area will be assigned a certain number of points, based on the “cut score” from VAAP for that content area. Scores for students at all grade levels tested will be combined for a composite score for each content area (because of the small pool of students at each grade level).

The composite score from all areas assessed must be at least 70 points to achieve VDOE accreditation. If the composite score is not at least 70, additional accreditation adjustments will be applied:

- Three points will be added to the composite score for each student who transitions from the Kilmer Center to a special education placement in a less restrictive educational setting.
- Three points will be added to the composite score for successful achievement of each of the following Achievement Indicators from the Kilmer Center School Improvement Plan (FCPS):
  - 75 percent of all students who use technology to access the curriculum, communicate, or for other purposes, will average at least three opportunities per day to practice their skills. Data on each student will be submitted monthly (October through April data).
  - 90 percent of the students, who are present at school on the days that they are scheduled to travel, will travel once a month into the community as indicated on the CBI travel survey (October through April data).

Mrs. Castro made a motion to waive first review and approve the alternative accreditation plan from Fairfax County Public Schools for the Kilmer Center. The motion was seconded by Mrs. Saslaw and carried unanimously.

### **Final Review of Proposed Revised Mathematics Standards of Learning**

Mrs. Deborah Bliss, mathematics coordinator, presented this item. Mrs. Bliss said that the *Mathematics Standards of Learning* were developed in 1995 and revised in 2001. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *Mathematics Standards of Learning* are scheduled for review in 2009. As a result, on February 21, 2008, the Board approved a plan to review these standards during the 2008-2009 academic year.

Mrs. Bliss said that on October 23, 2008, the Virginia Board of Education accepted the proposed revised standards for first review. The Board held two public hearings on Monday, December 1, 2008, and three public hearings on Wednesday, December 3, 2008, to solicit comments on the proposed revised *Mathematics Standards of Learning*. The public hearings were held at Pulaski County High School, Pulaski County Public Schools; Hermitage High School, Henrico County Public Schools; Robinson Secondary School, Fairfax County Public Schools; Joliff Middle School, Chesapeake City Public Schools; and Linkhorne Middle School, Lynchburg City Public Schools. There were a total of 46 speakers. In addition to comments received at the public hearings, 224 comments were received either online or as letters and faxes.

Dr. Ward made a motion to adopt the revised *Mathematics Standards of Learning*. The motion was seconded by Dr. McLaughlin and carried unanimously. The department will post the document on the Department's Standards of Learning Web site.

The Board commended Mrs. Bliss for doing an excellent job to revise the *Mathematics Standards of Learning*. Mrs. Bliss recognized Dr. Deborah Wickham, mathematics specialist for elementary instruction and Dr. Lois Williams, STEM coordinator for middle and high school instruction. Mrs. Bliss said that the work accomplished on the revised *Mathematics Standards of Learning* would not have been possible without their assistance.

The revised *Mathematics Standards of Learning* consists of the following elements:

#### Introduction

The Standards of Learning for mathematics identify academic content for essential components of the mathematics curriculum at different grade levels for Virginia's public schools. Standards are identified for kindergarten through grade eight and for a core set of high school courses. Throughout a student's mathematics schooling from kindergarten through grade eight, specific content strands or topics are included. These content strands are Number and Number Sense; Computation and Estimation; Measurement; Geometry; Probability and Statistics; and Patterns, Functions, and Algebra. The Standards of Learning for each strand progress in complexity at each grade level and throughout the high school courses.

#### Goals

The *Mathematics Standards of Learning* address all students' needs today for stronger mathematical knowledge and skills to pursue higher education, to compete in a technologically-oriented work force, and to be informed citizens. Students must gain an understanding of fundamental ideas in arithmetic, measurement, geometry, probability, data analysis and statistics, and algebra and functions, and develop proficiency in mathematical skills. In addition, students must learn to use a variety of methods and tools to compute, including paper and pencil, mental arithmetic, estimation, and calculators. The content of the mathematics standards is intended to support the following five goals for students: becoming mathematical problem solvers, communicating mathematically, reasoning mathematically, making mathematical connections, and using mathematical representations to model and interpret practical situations.

#### Strands/Reporting Categories

The *Mathematics Standards of Learning* for each grade level kindergarten through Grade 8, Algebra I, Geometry, and Algebra II are grouped into categories that address related content and skills.



Standards

The *Mathematics Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-12.

**First Review of Process for State Adoption of Textbooks and Instructional Materials for K-12 History and Social Science**

Dr. Beverly Thurston, history, social science, and international education coordinator, presented this item. Dr. Thurston said that since 1995, the Department of Education has worked with state committees to review and evaluate publishers' submissions primarily with respect to Standards of Learning (SOL) correlation. Following each review, the Department of Education provided school divisions with a list of the instructional materials submitted and a profile of each submission that included the degree of Standards of Learning correlation. On March 29, 2007, the Board of Education approved the K-12 history and social science textbook and instructional materials review schedule, and on September 26, 2007, the Board adopted its 2007-2012 Comprehensive Plan noting major policy decisions that included textbook adoption.

Dr. Thurston said that the importance of teachers using curricula and materials that are aligned to the Standards of Learning is a major factor contributing to student achievement on the standards. To ensure school divisions have access to textbooks and instructional materials that support the Standards of Learning, textbooks and instructional materials for K-12 history and social science are scheduled for adoption in 2009-2010.

Dr. Ward made a motion to waive first review and grant approval for the Department of Education to proceed with the adoption of K-12 history and social science textbooks and instructional materials. The motion was seconded by Dr. Brewster and carried unanimously. The Department of Education will provide information to all interested parties according to the timeline described below:

**2009 Adoption Process  
History and Social Science Textbook and Instructional Materials Adoption**

March 2007 Board approved the schedule for the review of instructional materials for history and social science.	May 2009 DOE notifies publishers of committees to send materials for review. *	October 2, 2009 DOE responds to publishers reconsideration requests.*
February 2009 Board approves instructional materials adoption process.	June 5, 2009 Last date for publishers to send instructional materials to reviewers.	October 2009 Board considers list of recommended instructional materials for first review.
March 2009 DOE posts on Web site correlation materials for publishers. *	June 2009 Evaluation committee members review materials independently.*	November 2009 DOE makes instructional materials available for public comment. **
March 2009 DOE recruits evaluation committees. **	July 2009 Evaluation committees meet for consensus reviews with DOE.	January 2010 Board reviews public comment and considers adoption list for final review.

April 17, 2009 Publishers return Intent to Submit Forms.*	September 2009 DOE submits evaluations to publishers for review.*	School divisions may hold local reviews of adopted materials.
April 2009 DOE selects evaluation committees.	September 2009 DOE reviews publishers' requests for reconsideration.*	School divisions report adopted materials to DOE as local adoptions are finalized.

\*DOE communication via Internet or e-mail]

\*\*Superintendent's Memorandum

**First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Grant Approval to Requests to Add New Endorsement Programs at Norfolk State University and Virginia State University**

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts said that the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education. Current education programs have been granted "Conditional Approval." By December 31, 2009, programs must receive one of the following three ratings by the Board of Education: Approved; Approved with Stipulations; or Approval Denied.

Requests to offer new education endorsement programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of "Conditional Approval."

Dr. Ward Made a motion to waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant "Conditional Approval" for new endorsement programs at Norfolk State University and Virginia State University. The motion was seconded by Mrs. Castro and carried unanimously.

The new endorsement programs at Norfolk State University and Virginia State University are as follows:

Institution	Endorsement Program Requested	Level of Program
Norfolk State University	Mathematics Specialist for Elementary and Middle Education	Graduate
Virginia State University	Mathematics Specialist for Elementary and Middle Education	Graduate

**Report from the Board of Education's 2008-2009 Student Advisory Committee**

Mrs. Saslaw and Mrs. Castro presented this item. The presentation included the following:

- Members of the 2008-2009 Student Advisory Committee were selected from more than 125 nominations received in November 2008 from public middle and high schools across the state. Each public middle school and high school was eligible to nominate one student for consideration. Statewide student organizations were also invited to submit nominees. The nominees completed an application packet that included letters of recommendation and essays.
- Representatives of the Board of Education reviewed all applications and selected the new members according to Board of Education policy. The membership of the Student Advisory Committee is set forth in Article X of the Board of Education's bylaws. Of the 12 members of the Student Advisory Committee, one high school student is selected from each of the Department of Education's eight Superintendents' Study Group regions, and four middle school students are selected at-large.
- The student members will be present at the April 2009 meeting to give the committee's final report and recommendations. The members are divided into three groups and each group will present a topic to the Board in April. The topics and students representing each group are as follows:

**Group 1**

Meghan Bryan - Loudoun County Public Schools  
Kevin Kabaria - Tazewell County Public Schools  
David Krawczyk - Roanoke City Public Schools  
Abby Moul - York County Public Schools

**Issue Summary**

In order to increase the recognition of students in a variety of achievement areas, we want to create a pathway from the DOE Website to a separate Webpage of pre-existing databases from various school districts concerning certain categories of career paths and scholarships. We would like to expand the scholarship offerings so that there are opportunities not limited to financial need. Our achievement program will give equal opportunity to all students. This program would include statewide recognition for students entering colleges and the work force. For example, if a student does not excel in school, but they are very involved in the community, they will be able to showcase their achievement through this recognition program.

**Group 2**

Tara Coleman - Buchanan County Public Schools  
Jose Soto - Virginia Beach City Public Schools  
Calvin Hunt - Frederick County Public Schools  
Kiyoko Timmons - City of Richmond Public Schools

**Issue Summary**

Expanding online educational opportunities throughout Virginia public schools is the issue that we would like to address. We feel that online learning is important to the future of education. Implementing online classes in elementary school, will broaden the minds of younger students and better prepare them for the future. We propose making the classes more appealing to younger students by including an entertaining curriculum for easier understanding. Starting online education at an early age will make the transition to secondary school years a natural process, for both the students and teachers. We feel that online education will broaden the school systems learning experience for elementary, middle and high school students. Throughout the program we would be sure to meet all curriculum requirements and the Standards of Learning of the Virginia public school systems.

**Group 3**

J. Drake Bishop - Nottoway County Public Schools  
Nqobile Mthethwa -Orange County Public Schools  
Kelly Robeson - Stafford County Public Schools  
Madison Wilson - Harrisonburg City Public Schools

**Issue Summary**

Our project hopes to expand students' knowledge of technology and foreign language. We think learning new languages will help us cooperate with more people in the world. Knowing more than one language is necessary in today's world. Along with a second language, technology is also very important. Technology helps us communicate effectively in the global market. If we teach students to use language and technology at a younger age they will be more successful citizens and workers in our global society.

**General Assembly Legislative Session - Year 2009**

Mrs. Anne Wescott presented the highlights of the actions to date for the 2009 session of the Virginia General Assembly. The Board thanked Mrs. Wescott and her staff for their excellent work.

***DISCUSSION OF CURRENT ISSUES***

**Dinner Session**

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Dr. Emblidge, Dr. Brewster, Mrs. Castro, Mr. Johnson, Mr. Krupicka, Dr. McLaughlin, Mrs. Saslaw and Dr. Ward. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

***ADJOURNMENT***

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 11 a.m.

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President